Patterson High School

Teacher: Megan Nichols Lesson Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Subject: Government Unit Title: Civil Rights & Civil Liberties

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| **CLGs/SC Assessment Limits/Standards:** *(What are the skills being taught?)*  **1.2.2 Equality legislation; enrichment**  **Common core: different arguments in informational text,** analyzing primary sources | | **Agenda:** *(What is the snapshot of my class flow?)*  **Do-now**  **Trick reading + Define don’t ask, don’t tell**  **NYT reading + questions**  **Blog reading and response writing**  **Closing** | |
| **Lesson Objective:** *(What will my students KNOW by the end of the lesson? What will they DO to learn it?)*  Students will be able to analyze the extent to which “Don’t ask, don’t tell” restricted the rights of homosexuals by reading two versions of the policy (one fictional, one real), reading informational text, reading and creating their own blog entry and explaining the significance of the day’s lesson in a ball toss. | | | |
| TIME | INSTRUCTIONAL SEQUENCE | | ACTIVITIES CHECKLIST |
|  | **Get started/Drill/Do Now:** *(What meaningful activity will students complete as soon as they enter the classroom?)*  Students respond to the following questions posted on the board: Is it Constitutional for the government limit someone’s rights or treat them differently based on…   1. Their religion? 2. The amount of money they make? 3. Their race? 4. Their gender? (male or female) 5. Their sexual orientation? | | * Admit Slip * Post/Discuss/Copy Objectives * Write in Journal * Solve Problems * Answer Questions * Pre-Assessment * Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | **Engage/Motivation:** (*How will student interest be sparked? Is there prior knowledge that should be tapped? Is there vocabulary that must be cleared? Is there brainstorming that student need to complete before the lesson begins?)*  Teacher will lead students to believe that the point of the day’s lesson is to focus on the way that the military treats people—should the military have to treat people equally? Why/why not? What are possible ramifications of this? Teacher will then ask students to read a military document about who could and could not serve in the military; students will read a fictional version of don’t ask, don’t tell that discriminates against Muslims and answer the questions. Then, teacher will distribute the true version of don’t ask, don’t tell and have students answer the same questions. Teacher will follow up with brief discussion and model accountable talk to ensure the conversation remains professional and academic in nature. | | Trick reading ☺ |
|  | **Explore/Explain:** *(Explicit teaching/”I do”/modeling/teacher led.)*  Students will use the reading to assist the teacher in developing a class definition of don’t ask, don’t tell. Students will then read attached article that was published as the policy was beginning to come under fire and answer the questions. Teacher will model previewing questions and annotate the first part of the reading. Re-cap with think-pair-share then post answers on the board. | | * Read + think, pair, share |
|  | **Practice Alone**: *(“You do”/teacher monitors and facilitates.)*  Read blog entries and draft their own in response. | | * Draft Writing |
|  | **Evaluate Understanding/Assessment:** *(How will I know if students have achieved today’s objective?)*  Have peers review; if ready, will post online in class. | | * Discussion |
|  | **Closing Activities/Summary:** *(How will I tie up loose ends, reinforce the objective and connect the lesson to the unit?)*  Share out on responses; why does this matter? Ball toss and begin review. | | * Assign/Explain Homework |
|  | **Enrichment/Extension/Reteaching/Accommodations:** *(How will my lesson satisfy the needs of all learners?)* | | * Review * Practice * Reading * Tutoring * Individual Assignment * Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| **Resources/Instructional Materials Needed:** *(What do I need in order to teach the lesson?)* |
| **Notes:** |

# Post-Lesson

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| **Reflection:** |
| **Next Steps:** |